Making the Connection: Creating and Maintaining Conditions for Learning
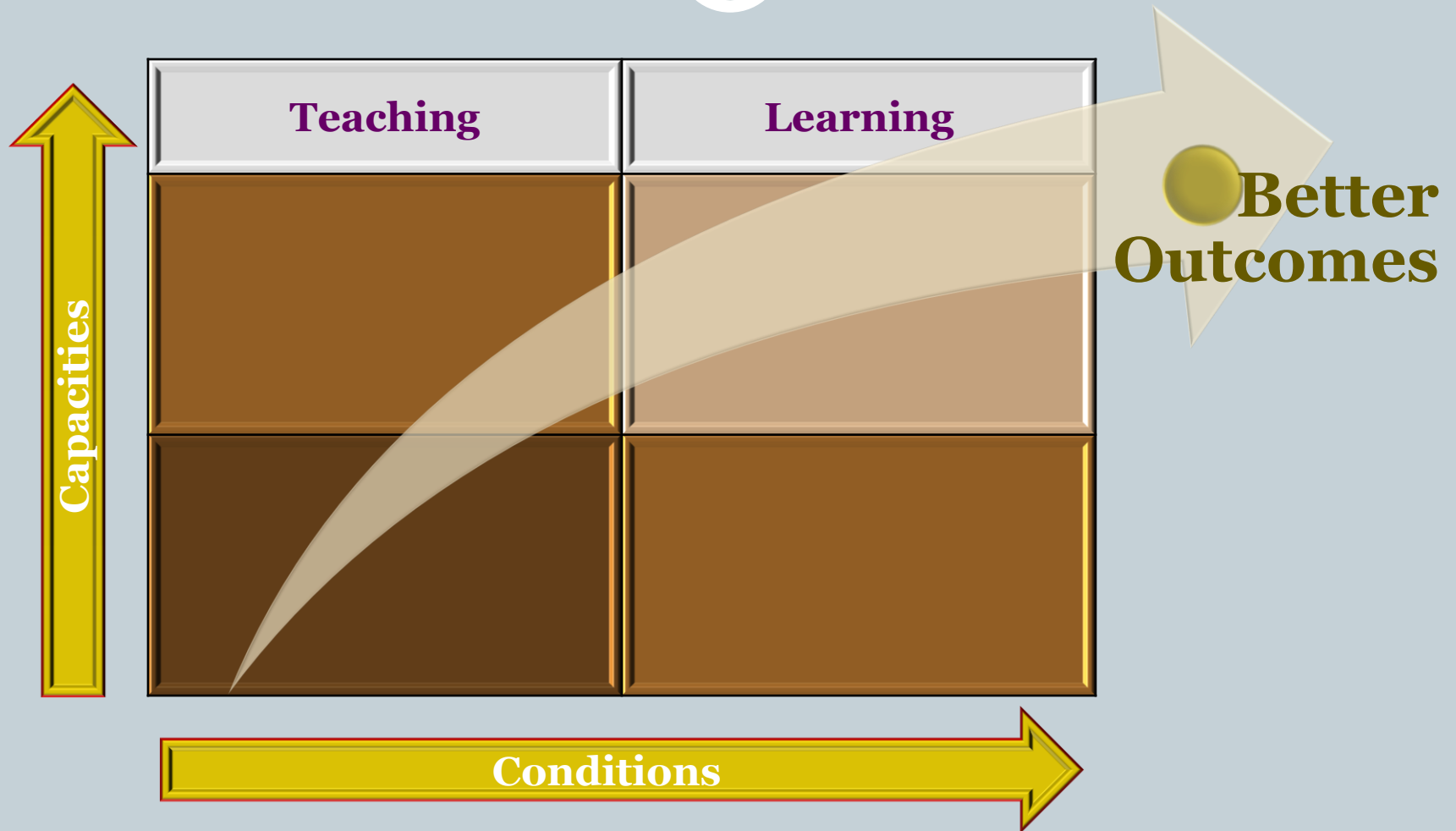
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2011 OSDFS Annual Conference

August, 2011

School Climate Technical Assistance Symposium

What Affects Learning Outcomes?

Climate and CFL

- Climate is key for student, faculty, and family engagement
  - School culture
  - Quality of relationships
- Conditions for Learning are those element of climate that (a) students experience personally and (b) directly affect academic outcomes
- While CFL are necessary, but not sufficient for educational improvement,
  - They appear to be leading indicators
  - They are particularly important for children of color and for students who are greater levels of risk (Osher, Sidana, & Kelly, 2008)

Supportive Relationships Between Teachers and Students Promote:

- Student engagement
- Positive attitudes towards learning
- A sense of belonging toward school
- Academic motivation
- Academic achievement

(Barber & Oson, 1997; Begin & Begin, 2009; Birch & Ladd, 1997, Christenson & Anderson, 2002; Connell Halpern-Felsher, Clifford, Crichlow, & Usinger, 1995; Hamre & Pianta, 2001; Wentzel, 1997; Wentzel & Wigfield, 1998)

Conditions for Learning (CFL)

Safety

- Physically safe
- Emotionally safe
- Treated fairly and equitably
- Avoid risky behaviors
- School is safe and orderly

Support , Care, & Connection

- Meaningful connection to adults
- Experience of Care & Respect
- Strong bonds to school
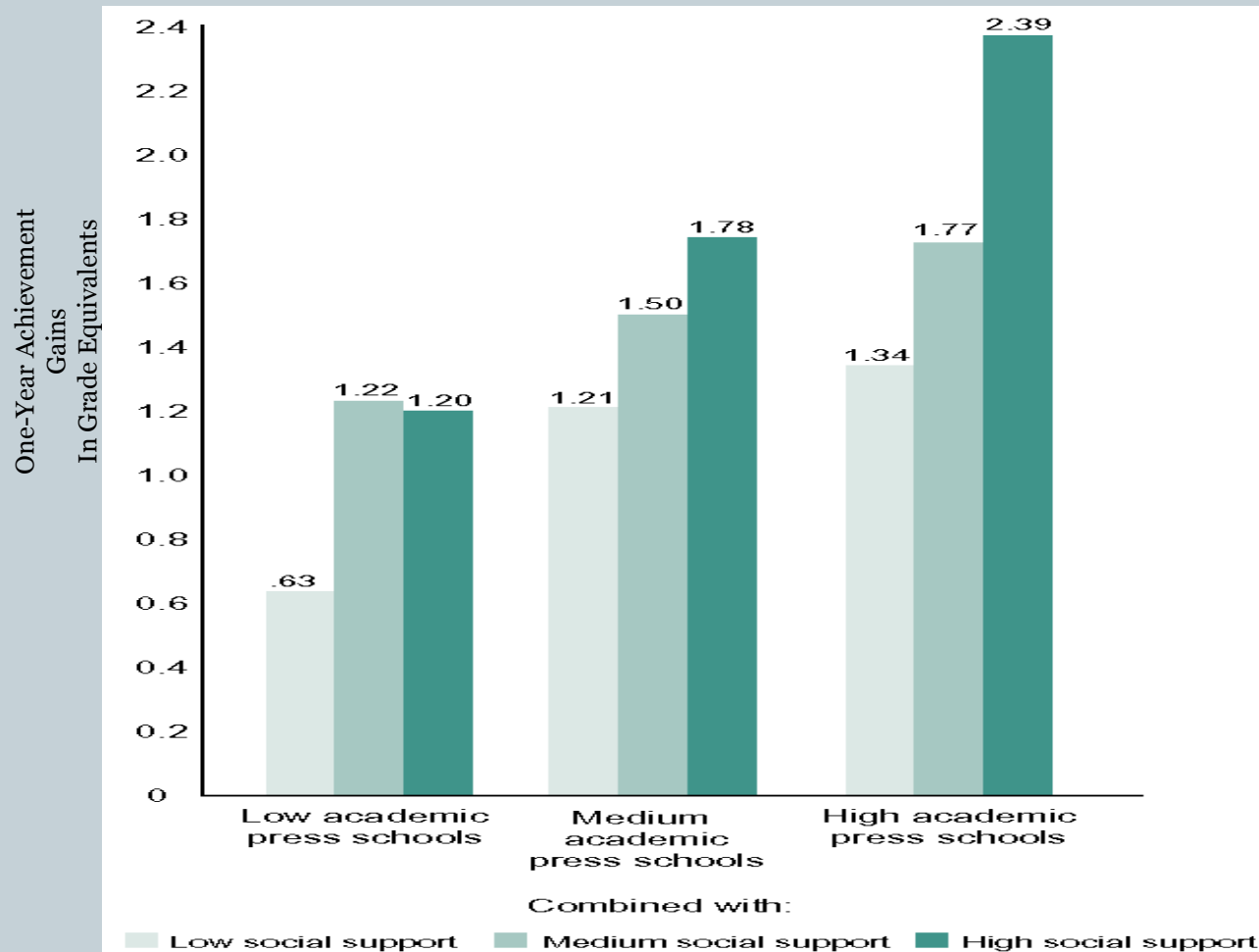- Positive peer relationships
- Effective and available support

Challenge & Engagement

- High expectations
- School is connected to life goals
- Strong personal motivation
- Academic Engagement
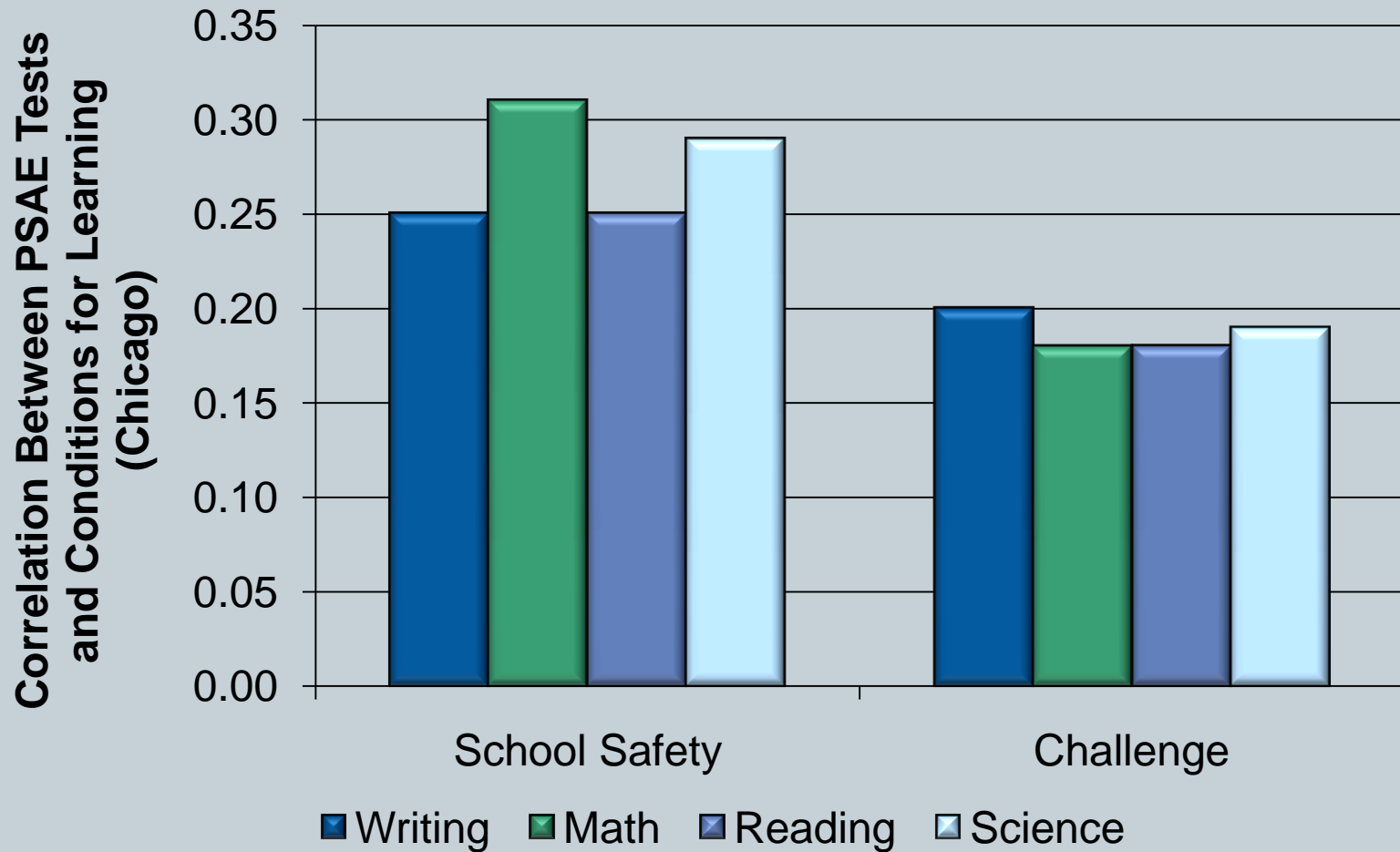- Rigorous academic opportunities

Social Emotional Competency

- Emotional intelligence
- Self Regulation
- Culturally competence
- Responsible and persistent
- Cooperative team players
- Contribute to school community

Biggest Math Gains in Schools that Combine High Levels of Student Social Support and School Academic Press*
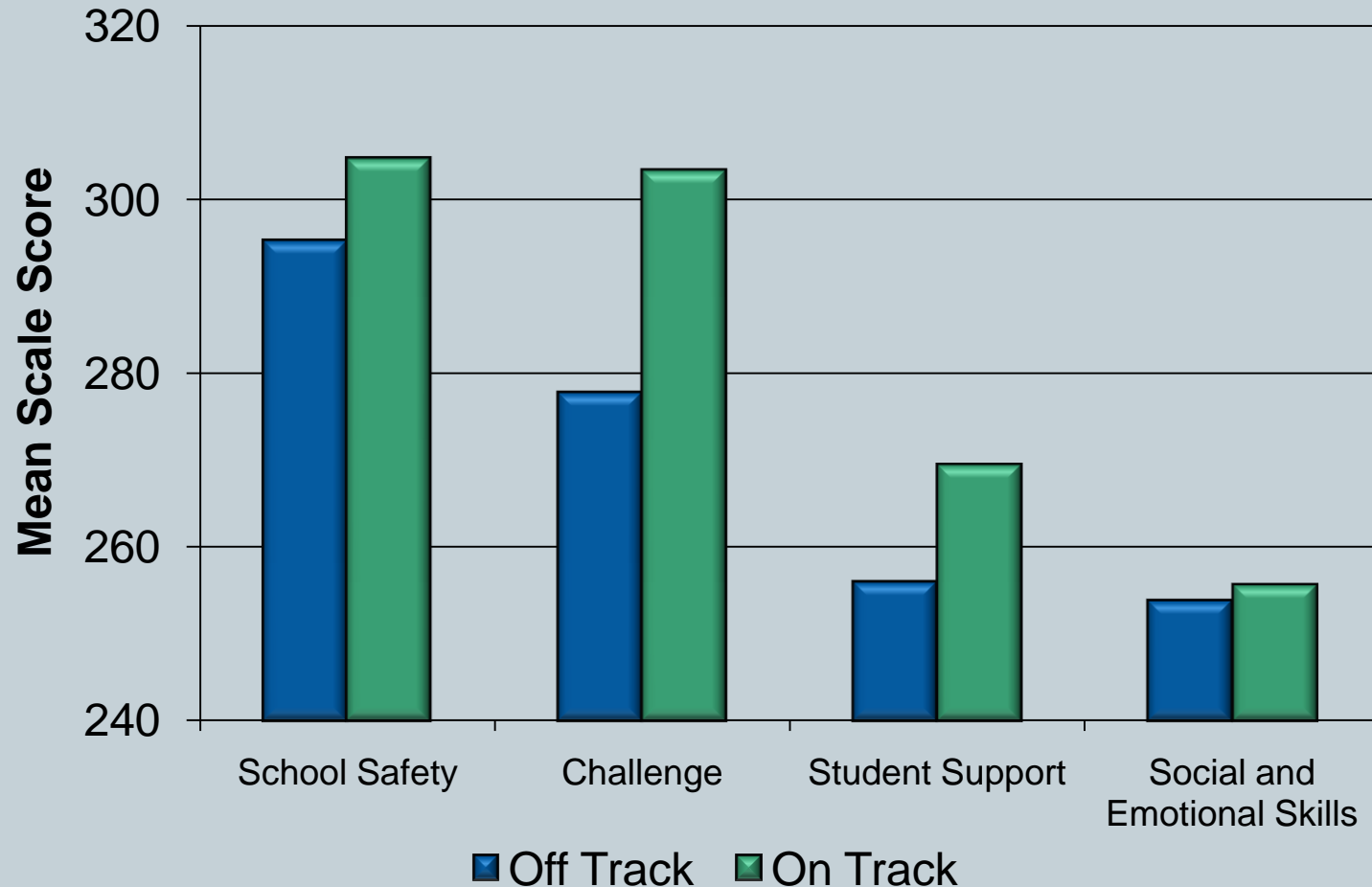

*Extent that school members experience strong emphasis on academic standards and success
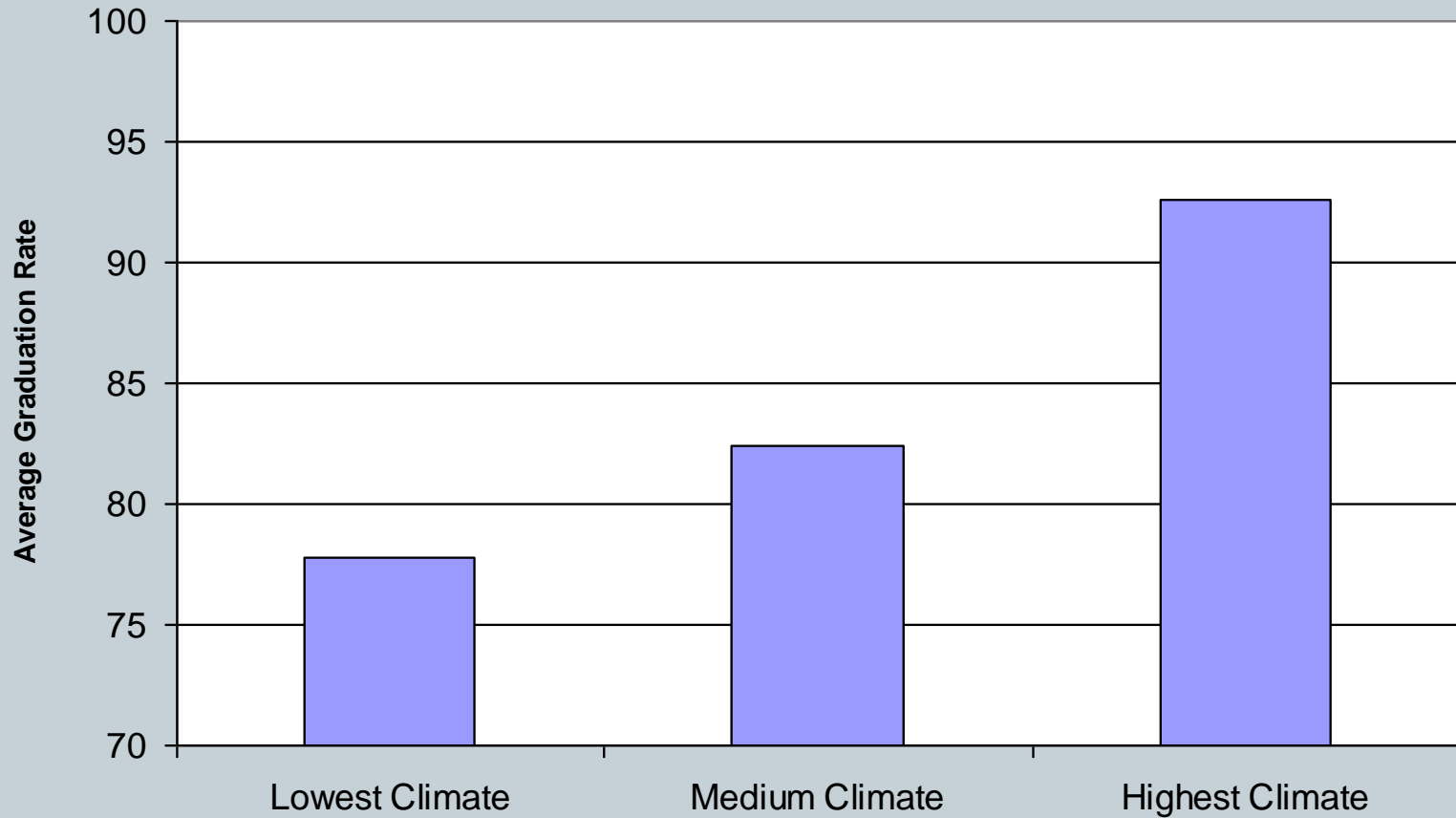
Lee, et al. (1999)

Safety and Statewide Tests

Social and Emotional Conditions for Being Off Track

School Climate and Graduation Rates

Source: EMIS, CSEE, 2005-06

Climate scores for high schools have a direct relationship with graduation rates Rush, 2010

CFL by Ethnicity: The Example of One City

- African American students provided the lowest ratings on the Safety Scales and the Social Emotional Scales.

Middle Grades

Mean CFL Value (Scale Score) vs. Safety, Challenge, Student Support, Soc Emot Learning

Legend:
- White (n=6,568)
- African Am (n=34,684)
- Asian (n=2,553)
- Hispanic (n=29,117)

High School

Mean CFL Value (Scale Score) vs. Safety, Challenge, Student Support, Soc Emot Learning

Legend:
- White (n=6,466)
- African Am (n=27,322)
- Asian (n=3,009)
- Hispanic (n=21,799)

Comprehensive Review of "Students Need for Belonging in the School Community (Osterman, Review of Educational Research, 2000)

- Positive Relationships With Staff And Peers Associated With:
  - Intrinsic Motivation
  - Accept Others Authority While Developing A Strong Sense Of Identity
  - Experience of Autonomy
  - Accept Responsibility To Regulate Their Own Emotions
- Experience Of Acceptance Associated With:
  - Positive Orientation To School, Class Work, & Teachers
- Dropouts Feel Estranged From Teachers And Peers

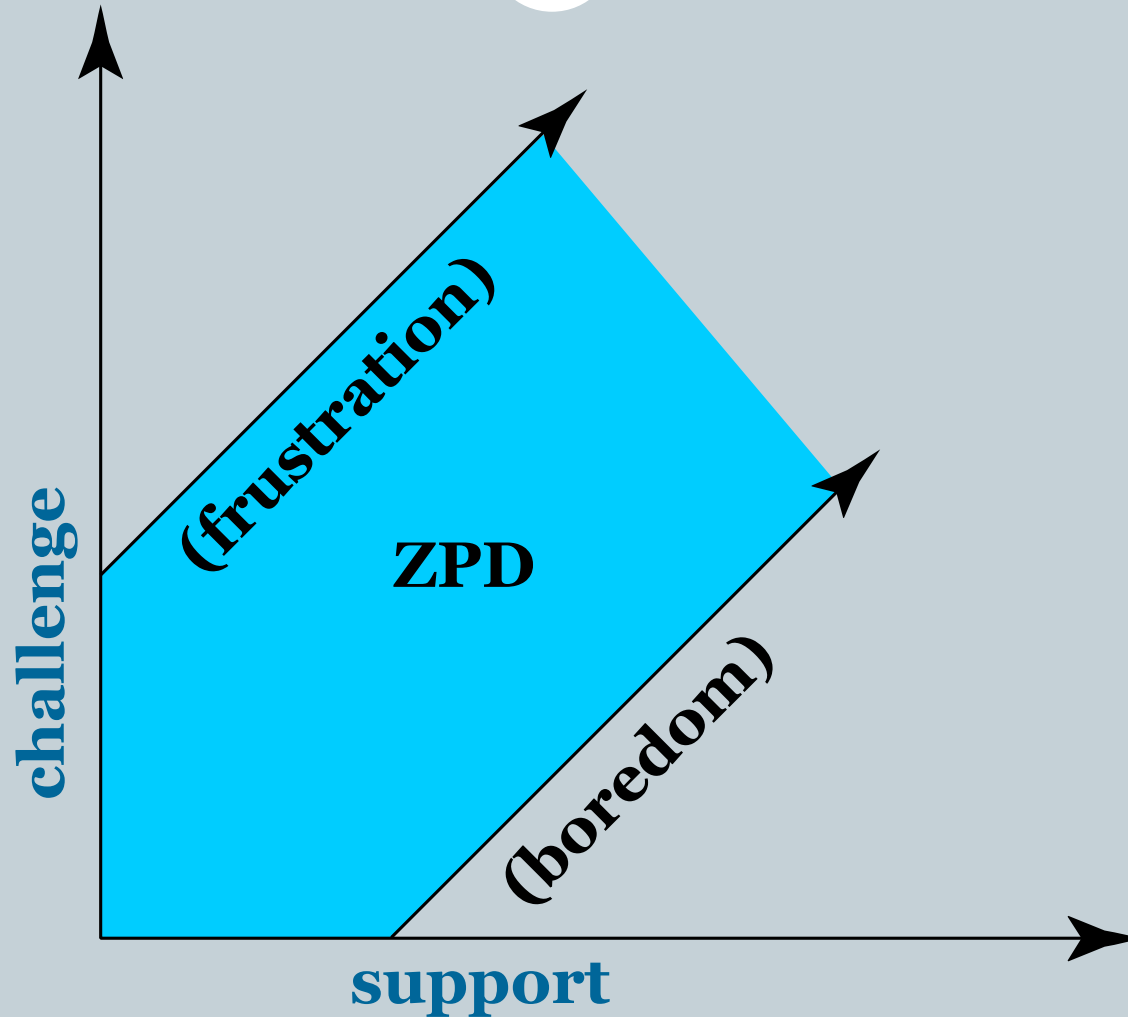# What Happens When You Combine Poor Safety and Poor Instruction

- Perception of Safety was the highest correlate of attendance in the Bryk et al. (2010) study of Lessons from Chicago School Reform

- "Reinforcing Cycle When Safety and Order Concerns Combine with Deadening Instruction"
  - "We found virtually no chance of improving student attendance in schools that lacked safety and order and where instruction alignment was weak or predominantly basic-skill oriented." (p. 104)

- It is hard to engage students in classes marked by disorder, tardiness, and poor self-regulation (Osher et al, 2010).

Why Are Conditions for Learning Important?

- Maximizing the amount of time that students really attend to learning
  - E.g., working memory (Davidson, 2002)
- Maximizing the opportunity for the teacher to:
  - Concentrate and differentiate
  - Teach in the Zone of Proximal Development (Vygotsky, 1978)
    - Personalizing instruction
    - Scaffolding learning and support

The Zone of Proximal Development for Learning and Development

challenge

support
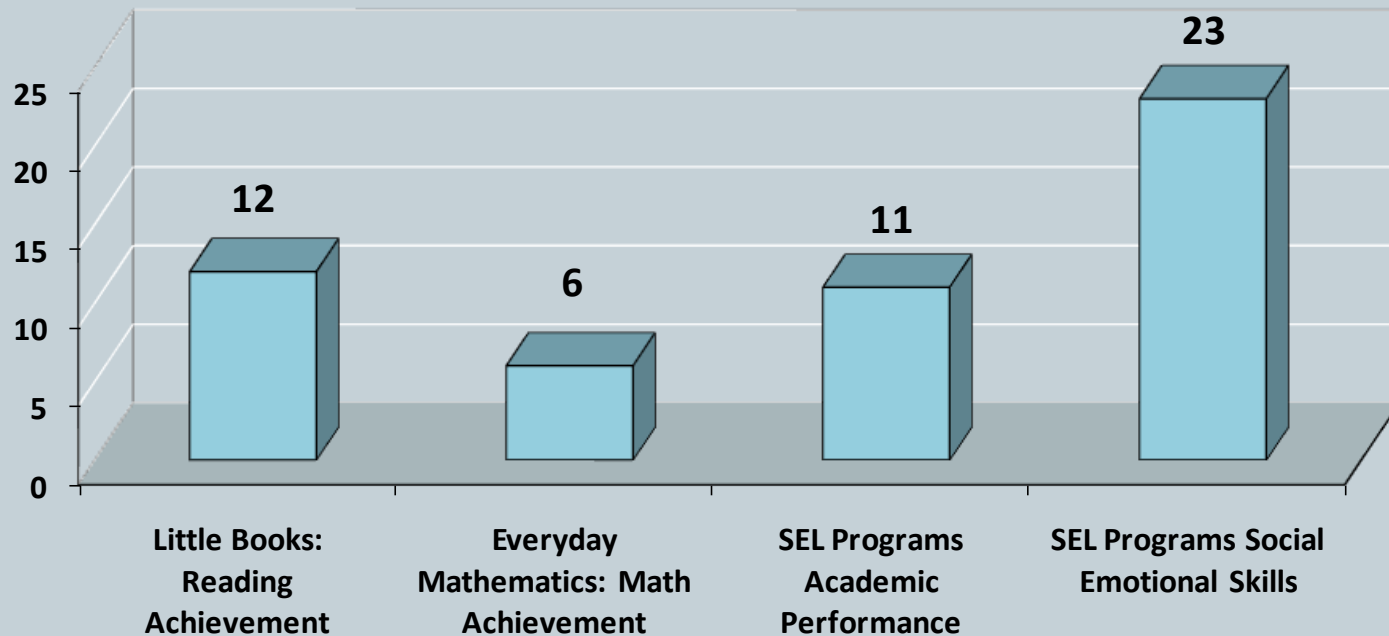
(frustration)

ZPD

(boredom)

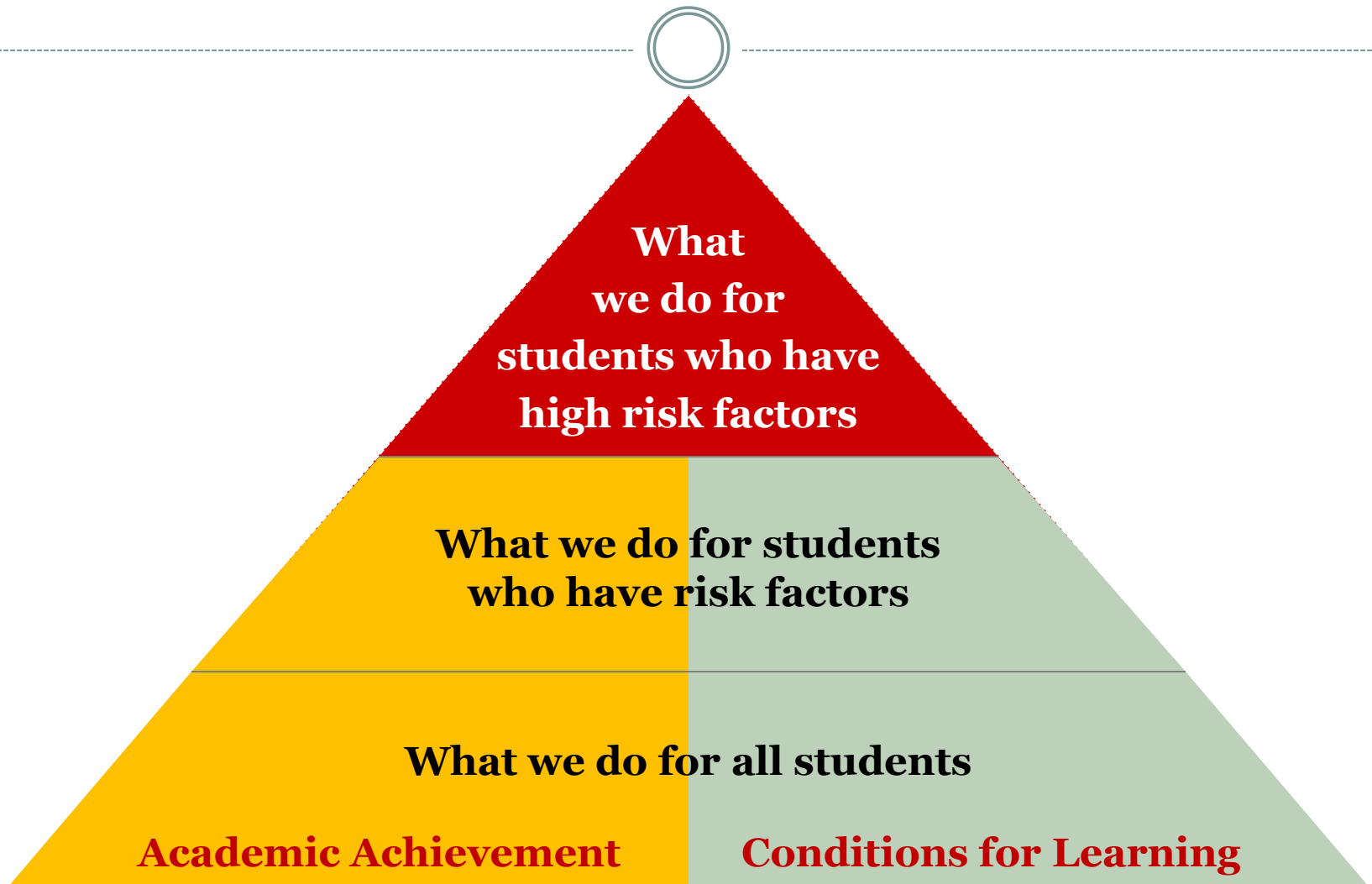# What About Student Capacity: Evidence of Success with SEL

- 23% increase in skills
- 9% improvement in attitudes about self, others, and school
- 9% improvement in prosocial behavior
- 9% reduction in problem behaviors
- 10% reduction in emotional distress
- 11% increase in standardized achievement test scores (math and reading)

Comparing What Works Clearing House Improvement Indices for 2 Evidence-based Reading and Math Programs

Aggregate Improvement Index for all interventions in the CASEL Meta-Analysis of 207 SEL Programs

	Little Books: Reading Achievement	Everyday Mathematics: Math Achievement	SEL Programs Academic Performance	SEL Programs Social Emotional Skills
Value	12	6	11	23

How One Can Build and Leverage Conditions for Leaning An Example: Cleveland, Ohio's Academic Improvement Model

What we do for students who have high risk factors

What we do for students who have risk factors

What we do for all students

Academic Achievement

Conditions for Learning

Academic Achievement Plan General Resources

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